DOCUMENT RESUME

ED 145 274 08 CE 013 665

TITLE Social and Economic Services. A Major Occupational Group in the Public Service Cluster.
INSTITUTION Gwinnett County Schools, Ga.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE [77]
GRANT OEG-0-71-4781
NOTE 91p.; For related documents see CE 013 652-672 and CE 013 805 ; Not available in hard copy due to marginal reproducibility of colored paper

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Career Exploration; Counseling; Employment Services; High School Curriculum; *Learning Activities; Manuals; *Occupational Information; *Public Service Occupations; Rehabilitation; Senior High Schools; *Social Services; Vocational Education; *Welfare Services
IDENTIFIERS Applied Program of Public Service; Georgia

ABSTRACT

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this student guide is one of nine (each with accompanying teacher's manual) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the guide is on social and economic services, one of eight major public service occupational groups included in the course. The student is introduced to the job families in the group (counseling, assistance, rehabilitation, and employment) and to the career outlook and requirements and qualifications for each. Contents are divided into several units of reading and related activities, some designed for completion independently, some by groups. (The accompanying teacher's manual is CE 013 666. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

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CE013 665

ED145274

Social and Economic Services

A Major Occupational Group in the Public Service Cluster

- Job Families
- Functions and Duties
- Career Outlook
- Requirements and Qualifications

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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A Unit in the Public Services Cluster
Applied Program of Public Service
Gwinnett County Schools
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ACKNOWLEDGEMENTS

The APPS staff owes a debt of gratitude to the United States Office of Education and the California Board of Education (Grant OEG-0-71-4781) which developed some original public service materials. Some of the content materials developed for teacher use in the above mentioned project, have been adapted for direct student use.

In addition, the following people and organizations directly contributed to the development of these materials.

Paul Scott Bettye Hirst Mary Harville	State Project Managers	Metropolitan Cooperative Educational Service Agency Ernest Bentley, Ex. Dir. Michael Christian Frederick S. Kopp	For their contribution in program conceptualization and formative writing.
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FOREWORD

This "Orientation to Public Service" series is one of a set of nine student centered books designed to acquaint high school students with basic information concerning careers in public service. Each book addresses itself to either a major occupational group in public service or an important supplemental area of study necessary to the understanding of public service. In addition to the student centered materials found in this book, a teacher's guide outlining how this book can be used in a course setting has been developed for the potential user.

The "Orientation to Public Service" course is the first in a series of three courses developed as a comprehensive approach to vocational skill development in Public Service for Georgia High Schools. While materials in this course are valuable to the student without benefit of the remaining two courses in the series, a student would normally enroll in "Preparing for Public Service" and the "Public Service Community Skill Development Program" subsequent to the Orientation course.

As with all curriculum materials and guides, the information contained here is a beginning point. In order for this course to effectively meet the needs of each individual student, the user must adapt to local and individual student needs. As such, I make a strong recommendation that extensive use of the curriculum guides be used with the materials. Included in these guides is a wide range of suggestions for helping these materials meet the local classroom teacher's needs.

This material was prepared by the "Applied Program of Public Service" under a direct grant to Gwinnett County Schools from the Georgia State Department Office for Adult and Vocational Education (OAVE). OAVE is presently under the direction of Dr. Russell Clark, Assistant Superintendent for Adult and Vocational Education Programs.

In the development of these materials special consideration should go to Mrs. Melinda Skiles. Her tireless efforts in evaluating these materials for their useability by the classroom student, has been invaluable.

[redacted]

Daniel L. Cowart

Project Coordinator and Operations Director

SOCIAL AND ECONOMIC SERVICES

Job Families

People in the Social and Economic Services Agencies devote their lives to helping others. This activity will tell you about the job families in the Social and Economic Services area.

WHERE AM I GOING?

By the time I complete this activity, I will know the four major job families in Social and Economic Services.

HOW WILL I GET THERE?	HOW WILL I KNOW . . .
1. Read the enclosed section on job families.	I will complete the Self Check Activity.
2. Take the Occupations quiz.	I will complete the Occupations quiz.
3. Write letters requesting information.	I will use the information I receive to complete this MOG.
4. Read Vocational Biographies	I will answer a set of questions on the biographies.
5. View a filmstrip on careers in this MOG.	I will answer a set of questions on the filmstrip.

INTRODUCTION TO JOB FAMILIES

As a person who desires to become a social worker you are a very special person. One of the most honorable things a person can do is to devote one's life to helping the poor, oppressed, indigent,and needy. With the career goes the knowledge that what you are doing is worthwhile.

You must realize that human beings are our single most valuable resource. They are very complex, and the problems people encounter are difficult to solve. The environment within which we live is very complicated and often makes human problems even more difficult to solve. Many times when we attempt to solve someone's problems without carefully thinking about them we create problems rather than solve them. Because of the obvious difficulties in helping people, you must be highly trained in order to be a social worker.

How must you be educated? In order to solve human problems you must have a broad background in the human experience. Not just your own background but the multitide of experiences which other people may have encountered. In order that you have this knowledge you must be a widely read person; you must also be willing to become a professional through a college education.

As a person who is committed to finding out about social work, you will go through a number of exercises you will find listed on the following pages. They may not be easy. You do not need to complete the exercises in the order that they appear, but they all must be completed.

ROLE OF WORKERS IN SOCIAL AND ECONOMIC SERVICES. Development of a more complex urban society has greatly increased the need for organized social and economic services. Workers in the social and economic services provide the link between public service organizations and individuals and families who are not able to provide for themselves or who need assistance in solving their problems.

MAJOR JOB FAMILIES

Social and Economic Services incorporate the four major job families of counseling, assistance, rehabilitation, and employment.

These job families are concerned with increasing opportunities for social and economic betterment among the disadvantaged, underemployed, and unemployed.

Seldom does a social or economic problem affect workers from only one job family. As you discovered earlier, one type of problem often causes or leads to others, requiring the services of a number of workers from a variety of job families. However, each job family does deal with a specific aspect of social and economic services.

Counseling. This job family is primarily concerned with helping clients deal with problems. It may involve psychological (mental) as well as physiological (bodily) aspects. Clients need help and seek advice. Counselors, while seldom giving specific advice, help clients to understand their problems to view themselves and their problems objectively, and to work out solutions to their problems.

Assistance. Often the client is in a situation where he or she needs tangible help in order to overcome a difficulty. The assistance job family shoulders the primary responsibility for this type of situation. Help is often realized through financial payments such as welfare, medicare, medicaid, and social security. Workers in this job family determine eligibility, make payments to clients, and administer aid programs.

Rehabilitation. Workers in this family are responsible for helping clients become self-supporting. They provide training and retraining and basic education, as well as working closely with employers to help place clients in jobs.

Employment. The employment job family is primarily responsible for developing job opportunities for underemployed or unemployed people. Their work is closely tied to assistance (unemployment compensation) and rehabilitation (job training and retraining).

While there are several types of problems and a number of job families found in social and economic services, the methods of solving problems are reflected in three basic functions of social and economic practice: casework, group work, and community organization. Obviously a worker may use all three methods, but frequently a job title reflects only the primary method used.

Activity 1 **Do not write on this form.**

Objective: I will complete the self check activity in order to check my understanding of the reading.

Materials: This self check activity.

ACTIVITY

SELF CHECK ACTIVITY

In the blank next to each statement, place the name of the social and economic services job family described.

_____ 1. Concerned with educating and reeducating clients primarily in job skills.

_____ 2. Aids clients in understanding their problems and securing necessary services and solutions.

_____ 3. Assists unemployed and underemployed in locating jobs.

_____ 4. Provides tangible remedies for problems, often in the form of money or direct services such as health care.

How will I know I've done it correctly? . . . I will check my answers with the answer sheet.

Do not write on this form.

Objective: I will utilize the D.O.T. as a means of identifying job titles.

Materials: This quiz and the D.O.T. (Remember, you learned how to use the D.O.T. in the Introductory MOG.)

ACTIVITY

There are many, many jobs available which most of us never even think of. Some of these jobs have very unusual titles. Do you know what a Doffer is? A Doffer works in a textile mill and is responsible for removing full bobbins of cloth and replacing them with empty ones to be filled. In Greenville, S. C., they even hold doffing contests and people compete to see who is the fastest doffer!

Persons in social and economic services need to know about jobs and job titles in order to assist people who may need employment advice. This is a "Fun" activity to get you familiar with job titles.

1. Read over the following job titles.
2. Write down a one sentence description of the job.
3. Now, look up each job title in the D.O.T. Were you right?
4. What skill levels do numbers 3, 5 and 8 represent?

1. Back Washer (589.885)
2. Frog Shaker (521.887)
3. Banana Spotter (754.887)
4. Car Whacker (910.887)
5. Bank Boss (851.137)
6. Kiss Setter (529.887)
7. Jogger (659.887)
8. Hand Shaker (405.887)
9. Bead Builder (750.884)
10. Tie Puller (929.885)

BONUS: Rear End Person (375.268)

Do not write on this form.

Activity 3

Objective: I will add to my resources in this MOG by writing letters requesting information.

Materials: Paper, pen, envelope, Vocational Biographies, list of local agencies, and letter writing form (obtain from your teacher).

ACTIVITY

In order to complete this activity you will need to do the following things:

1. Go to the resource table and locate the list of local agencies.
2. From that list select an agency to write for information about this MOG.
3. From the back of the 2 Vocational Biographies you read, select 2 agencies to write for information on this MOG.
4. Following the form in your workbook, write a letter to each agency requesting information on this MOG.
5. When you receive the information from the agencies, place it in a folder and keep it with your MOG packet. You will be using this information to answer questions and to prepare displays.

How Will I Know I've Done it correctly? . . . I will complete a letter and have my teacher check it for accuracy. I will file the information which I receive and use it in other activities.

Activity 4

Objective: I will become familiar with some basic things about Social and Economic Services through reading about the lives of some actual workers.

Materials: Vocational Biographies on Resource Table.

ACTIVITY

This activity will help you to better understand some of the things you will read in the packets.

1. Go to the resource table and select the Vocational Biographies for this MOG.
2. Read at least 2 of the biographies.
3. Answer the questions on the form provided. Answer a separate set of questions for each biography read. You should have at least two sets of questions.

   NOTE: The Vocational Biographies are kept in folders on the resource table. Each folder contains all the biographies for a particular MOG.

Biography Questions

1. Job Title _____
2. What kind of education is required for this job?
   _____ high school _____ technical school _____ 2 years College
   _____ 4 years college _____ advanced degree _____ other (write in)
3. Is this a job which often requires after hours or overtime work? ___ yes ___no ___can't tell from biography
4. Persons with this job title _____ work alone, _____ work outdoors, _____ work in groups, _____ work indoors, _____ travel, _____ direct the activity of other workers, _____ use tools
5. Would you like to have this job? ___ yes ___ no
   (Write 6 sentences for each)
   Why _____
   Why not _____

How Do I Know I've Done it Correctly? . . . I will have my teacher check my answers.

Do not write on this form.

Activity 5

Objective: I will view an introductory program in order to gain an orientation to the MOG.

Materials: Film on Careers in this MOG, Audio vance viewer.

ACTIVITY

This activity is designed to help you learn some basic things about careers in this MOG.

1. Go the the resource table and select film/cassette set or sets which goes with this MOG.
2. After you have prepared the Auto-Vance for Viewing, read the Introduction to the Film/Cassette program which will be found in the inside pocket of each package.
3. View the Film/Cassette program.
4. Answer the questions for each Film/Cassette program. These questions are included in your workbook.
5. You may view the program as many times as you wish in order to answer the questions

How will I know I've done it correctly? . . . Take your completed answers to your teacher for review.

SOCIAL AND ECONOMIC SERVICES

Functions and Duties

Workers in Social and Economic Services work with people in different ways and in various places.

WHERE AM I GOING?

By the time I complete this activity, I will be familiar with the basic functions and duties of workers in social and economic services.

HOW WILL I GET THERE?

1. Read the section on Functions and Duties.
2. Observe a worker and engage in problem solving.
3. Research information in this MOG.

HOW WILL I KNOW . . .

I will complete the Self Check Activity.

I will complete the observation and the observation form.

I will prepare or use job cards.

FUNCTIONS AND DUTIES

Duties. Professional and pre-professional caseworkers attempt to identify the social and economic needs of individuals and families through interviews. Caseworkers aid the workers in understanding the problems of clients and in securing such necessary services as financial assistance, foster care, and homemaker service.

Group workers help people through group activities to understand themselves and others better, and to work with others to achieve a common goal. They plan and conduct activities for children, adolescents, and older persons in a variety of settings, including settlement houses, hospitals, homes for the aged, and correctional institutions.

Community organization workers help plan and develop health, housing, welfare, and recreation services for neighborhoods or large areas. They often coordinate existing social services and organize fund-raising for community social welfare activities.

The majority of workers in social and economic services provide assistance, as indicated, directly to individuals, families, or groups. However, substantial numbers perform executive, administrative, or supervisory duties, or act as teachers in educational institutions, research workers, or consultants. The wide range of services provided is suggested by the descriptions of the principal areas of concern.

Family Service. Workers in family service positions in state and local governments and voluntary agencies provide counseling and social services that strengthen family life and help clients to improve their social functioning. The workers also advise their clients on the constructive use of financial assistance and other social services.

Child Welfare. Workers in child welfare positions in government and voluntary agencies try to improve the physical and emotional well-being of deprived and troubled children and youth. Their services include advice to parents on child care and child rearing, counseling children and youth with social adjustment difficulties, arrangement of homemaker services during a mother's illness, institution of legal action for the protection of neglected or mistreated children, services to unmarried parents,

and counseling for couples who wish to adopt children. They may place children in suitable adoptive or foster homes or in specialized institutions.

Education. Workers employed by schools aid children whose unsatisfactory behavior or progress in schools is related to their social problems. These workers consult and work with parents, teachers, counselors, and other school personnel in identifying and seeking solutions to the problems that keep children from making a satisfactory adjustment in school.

Health. Workers employed by hospitals, clinics, health agencies, rehabilitation centers, and public welfare agencies aid patients and their families in the solution of social problems accompanying illness, recovery, and rehabilitation. They usually function as part of medical teams which also include physicians, therapists, and nurses.

Some workers provide services to patients in public mental health hospitals, centers, or clinics. They develop and report information on the patient's family and social background for use in diagnosis and treatment. They help patients respond to treatment and guide them in their social adjustment to their homes, jobs, and communities. They have particular responsibility for helping the families of patients to understand the nature of the illness. Such workers also participate in community mental health programs. These programs are concerned with the prevention of mental illness and help mental patients adjust to normal home and community living.

Activity 1 **Do not write on this form.**

Objective: I will complete this self check in order to check my understanding of the reading.

Materials: This activity sheet.

A. The three major categories (methods) of social and economic practice are casework, group work, and community organization. Describe each category.

Casework _____

_____

Group Work _____

_____

Community Organization _____

_____

B. Briefly state the major responsibilities of employees in the following social and economic services positions:

Family Service _____

_____

Education _____

_____

Child Welfare _____

_____

Health _____

_____

30 **How will I know I've done it correctly? . . . I will check my answers with the answer sheet.** 31

Do not write on this form.

Objective: I will use some things I have learned about Social and Economic Services to solve a problem.

Materials: Case Work Form.

ACTIVITY

In this activity, you are going to imagine hourself a worker in Social and Economic Services. You will use all the things you have learned about Social and Economic Services to solve a real-life problem.

1. Read the following case history.

   The following is an actual case history from the file of appeals to the Christmas Fund of Athens Newspapers Charities:

   Mrs. Smith and her three children live together in Athens. Because Mrs. Smith's husband threatened her with a knife, she recently left him and was forced to move in with relatives.

   He regularly comes in drunk at the relatives' house and awakens the entire family, refusing to allow Mrs. Smith to sleep.

   Mrs. Smith's children are Tony, 11, Phillip, 9, and Doris, 5. They have been disturbed by the tumultuous family life and have had trouble concentrating in school.

   Because of the disruption at home, their Christmas will probably not contain much happiness. This mother is barely able to meet expenses, and certainly will have nothing extra to spend on Christmas.

   Mr. Smith resents the children as they are not his, so he will be no resource for Christmas presents for the children. The children have had no contact with their own father who abandoned them several years ago.

2. Using the enclosed form, decide on some steps you, as a Social and Economic Services worker might take to help this family.

1. Write the problem faced by the Smith Family.

   1. _____

   2. _____

2. Beside each job family, write the type of help which might be provided the Smith Family.

   Counseling

   Rehabilitation

   Employment

3. Beside each group of social services, write some ways that the Smith family might find help.

   Family Services

   Child Welfare

   Education

   Health

4. How do you think a Caseworker would help the Smith Family.

5. How do you think a Group worker would help the Smith Family?

6. How do you think a community organization worker would help the Smith Family?

How will I know I've done it correctly? . . . I will take the completed form to my teacher for review.

Activity 3a

Do not write on this form.

OPTIONAL EXTRA CREDIT ACTIVITY

Objective: I will use available resources to research job titles.

Materials: Job Card Box — NOTE: If there is no job card for you job title, do the next activity.

ACTIVITY

Before you begin this activity, read through the entire activity so you will know all the things you will be expected to do.

1. Select 2 job titles from your MOG to research.
2. Go to the job card box located on the resource table.
3. Locate the job card for the job you are studying.

Museum Aide

I. Dictionary of Occupational Titles
Pages _____

II. Occupational Outlook Handbook
Pages _____

III. Encyclopedia of Careers
Pages _____

Look up and read the material listed under each of the three large reference books located on the reference table. They will be listed on the card like this:

I. Dictionary of Occupational Titles
II. Occupational Outlook Handbook
III. Encyclopedia of Careers

If there is no listing for a particular reference book, that means that there was no reference made to the job in that book.

Now look in the Merit System reference books and locate the job title(s) you are studying.

The Merit System references are listed like this:

IV. Merit System State Job title 28305 (reference number) _____ _____

There may not be a job title listing in each merit system directory (State and County) only the Merit systems listed on the job card are relevant to your job title.

When using the state of Georgia Merit System reference:

1. Look up the job title and note the number code for that job. Example: Museum aide 30712
2. Look up the number code in the number code notebook. This will give you the job description.

Locate the Audio-Visual material listed on the job card. View one film/cassette program and answer the questions (see activity No.). Review the other material.

V. Audio-Visual

EXTRA CREDIT

Go to the library and find the books listed for your job title. Look over the books and select one to the checked out for further study (activity No.).

VI. Card Catalog

Do not write on this form.

Objective: To prepare job cards for the study of an occupation.

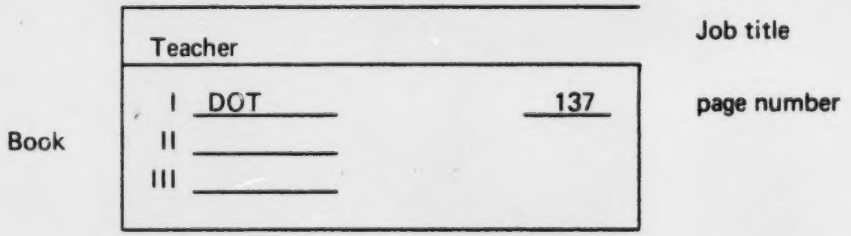
Materials: Blank job cards, the attached instruction sheet.

ACTIVITY

This activity is to be done when there is no job card for your job title. Read through the entire activity so you will know all the things you are expected to do.

Separate Instructions:

1. If there is no job card for the job you are looking for you will need to make a job card.
2. Get some note cards from your teacher.
3. Look up your job title in the following books: 1. Dictionary of Occupational Titles 2. Occupational Outlook Handbook 3. Encyclopedia of Careers
4. Write on the note cards the job title and the pages the job title appears on in each book.



5. Look up your job title in the Merit System notebooks (Gwinnett County and DeKalb County are in folders).
6. List the title and the code number for the five (5) Merit Sources (all may not be listed).

IV Merit System

GA 11362
Atlanta
Fulton
Gwinnett
DeKalb

7. Go to the APPS index file or Audio-Visual material. List the material (if any) relevant to your job family. Include films, filmstrips, cassettes, and tape recordings.

V AV Material

1. _____
2. _____
3. _____

8. Check the library card catalog and the APPS library. List the books and there library number on the card.

Working ED. 742

41

42

Activity 3c

Do not write on this form.

Objective: To answer questions relating to the job card research.

Materials: Questions

ACTIVITY

Now that you have investigated some job titles, you should be able to answer some questions. Use the information you acquired from the job cards to help you answer the questions. Answer one set of questions for each job title investigated.

Job Card Questions

1. Job title _____
2. Briefly describe what a worker with this job title does.
3. What are the educational requirements or training for this job?
4. What sorts of experience and skill would a worker with this job title require?
5. What is the general salary range for this job title.
6. Is this job title in a growing field, one that will provide many job opportunities? Yes ____ No ____
   Briefly explain your answer.
7. What high school courses (if any) would help you meet the requirements of this job title?
8. Do you think this job will be here ten years from now? Twenty years? What about in the year 2076?
   Briefly explain.
9. Would you like to have this job? Yes ____ No ____
   Briefly explain your answer.

How will I know I've done it correctly? . . . I will have my teacher review my answers.

SOCIAL AND ECONOMIC SERVICES

Career Outlook

WHERE AM I GOING?

By the time I complete this activity, I will be able to describe some career steps in Social and Economic Services.

HOW WILL I GET THERE?	HOW WILL I KNOW . . .
1. Read the section on employment prospects.	I will complete the Self Check Activity.
2. Describe some career lattice positions.	I will complete the Career Lattice Form.
3. Describe 4 entry level positions in Georgia.	I will complete the entry level form.

CAREER LADDERS AND EMPLOYMENT OUTLOOK

Typical Career Ladders. There are three clearly identifiable career ladders in Social and Economic Services. The ladders shown in Figures 1, 2, and 3 are based on large social welfare or employment organizations. Accordingly, the number of positions might be reduced in smaller organizations. While the career ladders emphasize pre-professional jobs, they also include professional positions.

These career ladders illustrate possible opportunity in the areas of the Social and Economic Services. The positions illustrated include jobs which deal with assistance, counseling, and social rehabilitation.

Employment Outlook. It is estimated that approximately 1.2 million people are employed in the field of Social and Economic Services. A recent survey shows this field to be growing at a rate of 6% per year.

At present, there is a shortage of well-qualified workers in the Social and Economic Services. This shortage is expected to continue through the next decade. This is due, in part, to the population increase, and in part to the many problems facing each individual because of increasingly rapid and complex industrial developments, and the mounting pressures of urban crowding.

Industrial changes often hit the labor market with sudden impact, causing certain occupations to become obsolete (unnecessary) within a few years. Many of the newer occupations require a higher degree of skill than is characteristic of traditional occupations. Many individuals in the labor market today may have to retrain themselves several times during their working lives to meet changing occupational requirements. Such widespread changes in the content of jobs make the role of the social service worker essential, since many individuals cannot make occupational adjustments without some kind of assistance.

In response to the accelerated trend of job obsolescence and to the increasingly complex job-entry requirements, government programs (Manpower Development and Training, Youth Job Corps, Youth Opportunity Centers, Economic Opportunity Centers, and Multi-Service Centers) are emphasizing the useful role the social and economic workers can play in helping people.

Restructuring of Social and Economic Services. During the past three years, there has been a gradual restructuring of requirements for entry level jobs in the Social and Economic Services. Until recently a bachelor's degree, preferably in social welfare, was the minimum educational requirement for beginning jobs in this field. This is still generally true, but more and more of the job duties which were assigned to professionals are now being given to pre-professionals. This restructuring of requirements came about in part because of the great demand for social and economic workers. Workers have more requests for help than they have time to give service. Social and Economic workers often have so many clients that they cannot give each one the individual help each needs. Such job restructuring is resulting in more jobs for high school graduates in social welfare.

Entry Level Positions. In Georgia, there are 4 entry level positions available to persons interested in careers in Social and Economic Services. These jobs are the following:

1. Community Worker
2. Training Center Instructor I
3. Youth Development Center Worker I
4. Recreation Leader I

These jobs are rewarding and exciting and many persons choose them as careers. For others, these jobs may serve as beginning places for a growing career in other areas of social and economic services.

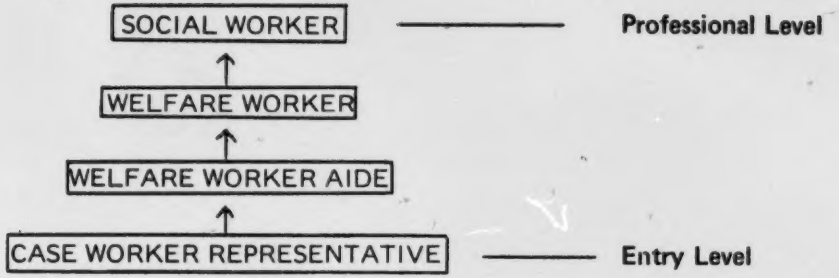


Figure 1 — Typical Career Ladder — Social Welfare Workers

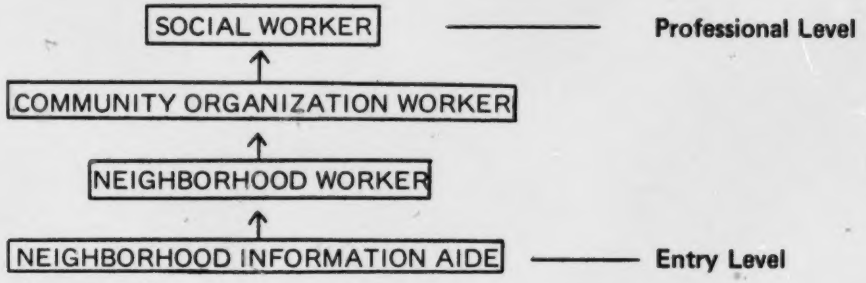


Figure 2 — Typical Career Ladder — Community Organizations

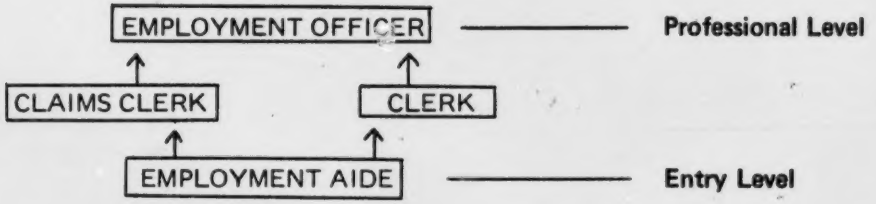


Figure 3 — Typical Career Ladder — Employment Service Workers

Do not write on this form.

Objective: I will identify some career ladder steps in Social and Economic Services.

Materials: Ladder Forms, Occupational Outlook Handbook, and page 24 of this reading.

ACTIVITY

You will need to use the Career Ladders found in the reading section to help you with this activity.

1. Look a the 3 career ladders on page 24.
2. Each box represents a job title in one of the Social and Economic Services job families. The bottom box represents an entry level position. The top box represents the professional level of the particular job family.
3. The job titles in-between represent upward step in a career ladder.
4. Fill out the enclosed form using job titles from the career ladder illustration.

CAREER LADDER FORM

After examining the enclosed career lattice and selecting one job from each ladder, complete the following questions:

1. Job Title _____ Entry Level _____ Ladder _____

   Next Step in Ladder: _____

   Ultimate (Top) Ladder Step: _____

   Job Outlook: _____

   _____

   Job Title _____ Entry Level _____ Ladder _____

   Next Step in Ladder: _____

   Ultimate (Top) Ladder Step: _____

   Job Outlook: _____

   _____

   Job Title _____ Entry Level _____ Ladder _____

   Next Step in Ladder: _____

   Ultimate (Top) Ladder Step: _____

   Job Outlook: _____

   _____

Your answers will vary depending upon the jobs you choose. Be sure that all the information requested is there and accurately reported. When you are satisfied with your work, take it to your teacher for approval.

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Activity 2

Do not write on this form.

Objective: I will identify entry level positions in Social and Economic Services and learn something about the basic nature of the work.

Materials: The Georgia Merit System Directory and the following reproduced copies of the merit system.

ACTIVITY

In this activity, you will be using a reproduced copy of part of the Georgia Merit System directory to describe entry level positions in the State of Georgia for Social and Economic Services.

1. Read the enclosed 1972 job information.
2. Look up each one of the 4 entry level job titles in the current Georgia Merit System Directory.
3. Fill in the information requested on the form for each position.

Job Title _____

Functions (What the worker does) _____

_____

Education required _____

Special things the worker should know _____

_____

Salary range _____

How will I know I've done it correctly? . . . I will take the completed activity to my teacher for review.

79301
GEORGIA MERIT SYSTEM
July 1, 1971

YOUTH DEVELOPMENT WORKER 1

CHARACTERISTICS OF THE CLASS

GENERAL NATURE OF WORK

Provides rehabilitative care and custody of a group of students assigned to a cottage at a Youth Development Center. Duties are of average difficulty and are performed under general supervision.

EXAMPLES OF WORK

The following examples are illustrative of the duties assigned to positions of this class. No attempt is made to be exhaustive in this listing.

Assist in orienting new students to the policies, rules and regulations of the institution.

Advise students in the routine matters of cottage life, personal hygiene and grooming habits.

Assist in scheduling and coordinating student participation in campus and cottage activities and rehabilitative programs and accompany the students when necessary.

Perform necessary tasks in the operation of the cottage such as the maintenance of supplies and linens, the supervision of housekeeping, and act for the cottage supervisor in his absence.

Constantly observe students and report any significant change in behavior.

Counsel students in adjusting to cottage life and in any personal problems.

QUALIFICATIONS OF THE APPLICANT

NECESSARY KNOWLEDGE, SKILLS, AND ABILITIES

Ability: to learn and apply the methods and techniques of group supervision; to counsel individuals and groups; and to recognize and report behavior patterns.

TRAINING AND EXPERIENCE

The following standards express the minimum background of training and experience DESIRABLE as evidence of an applicant's ability to qualify for positions of this class. Other training or experience, if evaluated as equivalent, may qualify the applicant for admission to the examination.

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Graduation from a recognized senior high school.

RECREATION LEADER I

CHARACTERISTICS OF THE CLASS

GENERAL NATURE OF WORK

Provides leadership and guidance to patients or students in various recreation activities at a state institution or at a community mental health center and/or its satellites. Duties are of routine difficulty and are performed under close supervision.

EXAMPLES

The following examples are illustrative of the duties assigned to positions of this class. No attempt is made to be exhaustive in this listing.

Supervise patients or students in diverse recreational activities.

Escort patients to and from recreational events.

Teach patients the methods, techniques, and rules of various recreational activities; and assist with settings or decorations, as necessary.

Conduct surveys among patients or students to obtain information on their abilities and preferences in entertainment.

QUALIFICATIONS OF THE APPLICANT

NECESSARY KNOWLEDGE, SKILLS, AND ABILITIES

Skill: in directing the activities of groups. *Ability:* to work with groups of exceptional students or mentally ill patients; to obtain and maintain the interest of groups; and to instruct in simple games.

TRAINING AND EXPERIENCE

The following standards express the minimum background of training and experience DESIRABLE as evidence of an applicant's ability to qualify for positions of this class. Other training or experience, if evaluated as equivalent, may qualify the applicant for admission to the examination.

Graduation from a recognized senior high school. AND Six months of experience working with and directing the activities of groups.

COMMUNITY WORKER

CHARACTERISTICS OF THE CLASS

GENERAL NATURE OF WORK

Performs routine tasks in the services programs of a department by providing the community residents with information concerning available resources through the department. Duties are performed under close supervision.

EXAMPLES OF WORK

The following examples are illustrative of the duties assigned to positions of this class. No attempt is made to be exhaustive in this listing.

Supply needed information to community residents regarding the services and resources of the department and other related agencies and explain how to utilize these services.

Attend meetings related to community problems and needs; share with the department the problems and needs discussed and recommendations made.

Follow up with clients who fail to keep appointments to determine reasons for failure to report and to give support in setting up and keeping a later appointment.

Accompany service worker on visits to client's home.

Provide visiting services to the aged or disabled in the community.

Assist the elderly, disabled, or mothers of small children during times of need by picking up and delivering drugs or groceries.

Assist clients in the process of moving to and becoming established in a new residence or neighborhood.

QUALIFICATIONS OF THE APPLICANT

NECESSARY KNOWLEDGE, SKILLS, AND ABILITIES

Some knowledge: of the available service programs. *Knowledge:* of the community to be served. *Ability:* to follow instructions; to establish relationships with clients; to understand and carry out oral or written instructions.

TRAINING AND EXPERIENCE

The following standards express the minimum background of training and experience DESIRABLE as evidence of an applicant's ability to qualify for positions of this class. Other training or experience, if evaluated as equivalent, may qualify the applicant for admission to the examination.

Education or training sufficient to read and write.

REV: September 1, 1963

TRAINING CENTER INSTRUCTOR 1

CHARACTERISTICS OF THE CLASS
GENERAL NATURE OF WORK

Perform sub-professional duties in the care, training, and instruction of individuals in a day care and training center for the mentally retarded. Duties are performed under general supervision.

EXAMPLES OF WORK

The following examples are illustrative of the duties assigned to positions of this class. No attempt is made to be exhaustive in this listing.

Train and instruct retardates in simple academic skills, living skills, social skills, and other skills as appropriate.

Assist the supervisor in maintaining appropriate health, training, and safety standards.

Maintain records as required.

Perform other duties as assigned.

QUALIFICATIONS OF THE APPLICANT
NECESSARY KNOWLEDGE, SKILLS, AND ABILITIES

Ability: to learn quickly the methods and techniques of the care and training of the mentally retarded.

TRAINING AND EXPERIENCE

The following standards express the minimum background of training and experience DESIRABLE as evidence of an applicant's ability to qualify for positions of this class. Other training or experience, if evaluated as equivalent, may qualify the applicant for admission to the examination

Graduation from a recognized senior high school. AND One year of experience in the care or training of pre-school children.

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SOCIAL AND ECONOMIC SERVICES

Requirements

Some jobs in Social and Economic Services require only a high school education, while others require a bachelors degree and more. If you are interested in a career in Social and Economic Services you should begin now planning your educational goals.

WHERE AM I GOING?

By the time I complete this activity, I will be able to identify the basic educational requirements for the job families in the Social and Economic Services areas.

HOW WILL I GET THERE?	HOW WILL I KNOW . . .
1. Look at personality characteristics for Social and Economic Services.	I will rate characteristics.
2. Apply for a job in Social and Economic Services.	I will complete the application form.
3. Review what I have learned in the Social and Economic Services MOG.	I will play Social and Economic Services OPOLY.
4. Participate in a Field Trip to visit job sites in this MOG.	I will complete two field trip forms to prepare for and evaluate the trip.

REQUIREMENTS AND QUALIFICATIONS

Restructuring of Social and Economic Services. During the past three years, there has been a gradual restructuring of requirements for entry level jobs in the social and economic services. Until recently a bachelor's degree, preferably in social welfare, was the minimum educational requirement for beginning jobs in this field. This is still generally true, but more and more of the job duties which were assigned to professionals are now being given to pre-professionals. Such job restructuring is resulting in more jobs for high school graduates in social welfare.

Four entry level positions have been identified in Georgia. These positions include community worker, training center instructor, youth development worker, and recreation worker. These jobs, as well as a number of local or county level counterparts, are available to the high school graduate.

Eudcation. As stated, possession of a bachelor's degree is generally required for employment at the professional level. The academic training for a worker in Social and Economic Services must frequently be in specific areas of employment.

Social and economic workers at the professional level may encounter a wide range of training and experience requirements when they apply for positions. Some agencies accept completion of a two-year graduate curriculum in a recognized school of social work, including supervised field work. Others accept a year of graduate study in social work plus a year of paid experience in a specific phase of social work. Still others will accept a year of graduate study with no experience, provided that the academic field work assignment (work-study) is in an appropriate specialized setting. In general, the possession of a master's degree in social work is the minimum requirement for attaining professional status in case work and social group work.

Many community organizations which are related to antipoverty programs require a minimum of the bachelor's degree, plus successful experience in working with minority groups, the disadvantaged, and the hard-core unemployed. Occassional opportunities exist in "out-reach" programs for persons with as little as two years of college who possess practical experience in disadvantaged target areas.

Due to the rapid expansion of the social and economic services, as well as a shortage of professional-level expertise, the use of aides at a pre-professional level is becoming increasingly common. Because focus is on the needs of specific groups or geographic areas, the formal educational attainment is becoming less important than a person's attitudes, values, and willingness to work. In general, younger aides are not high school graduates but are frequently enrolled in G.E.D. programs.

Personal Qualifications and Aptitudes. An individual interested in social and economic services work should have a healthy interest in people of different ages and backgrounds. The person should show a capacity for positive relationships, self-discipline, and eagerness to learn and to apply knowledge to practical situations.

The following abilities are of key importance: an awareness of and consideration of the feelings of others; willingness to form and sustain working relationships; willingness to accept other points of view without rancor; capacity in handling unexpected or unpleasant situations; and the ability to plan a realistic program of work; to follow through on assignments; and to accept the discipline of study and work. Few individuals have all these abilities, but a person who has most of them is likely to enjoy and be successful in the social and economic services.

Activity 1

Do not write on this form.

Objective: I will rate some personality traits to help me understand some basic requirements of workers in Social and Economic Services.

Materials: Vocational Biographies, Films on Careers in Social Work, this activity sheet.

ACTIVITY

There are certain personality traits which are helpful if you plan a career in Social and Economic Services. Workers in this area meet many people from many backgrounds, and it is important that Social and Economic Services personnel have an honest desire and ability to be with people.

On the following page you will find 12 characteristics listed. Read each statement and rate each on a 9 point scale according to where you are NOW.

Remember some of the things you read about people in the Vocational Biographies. Also think about the Film on Careers in Social Work. These will help you with personality traits. Have you ever talked with a Social and Economic Services Worker?

How will I know I've done it correctly? . . . There are no "right" or "wrong" answers. If you generally score in the upper range of the scale (1,2,3) then it would seem that you possess those personality characteristics which good, effective Social and Economic Services workers also possess.

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	Low				Average				High
	1	2	3	4	5	6	7	8	9
1. Interest in people									
2. Ability to maintain positive relationships									
3. Self disciplined									
4. Eager to learn									
5. Ability to apply knowledge									
6. Consideration for feelings of others									
7. Able to sustain working relationships									
8. Able to accept other points of view									
9. Able to plan work realistically									
10. Able to handle unexpected or unpleasant situations									
11. Ability to follow through on work									
12. Acceptance of discipline, work and study									

In your opinion, would you make a good Social and Economic Services worker today? Why? Why not? _____

_____

What personality characteristics should you develop so that you become an effective worker? _____

_____

Why are characteristics number 6, 1, and 10 important for workers in Social and Economic Services? _____

_____

Activity 2

Do not write on this form.

Objective: I will demonstrate a knowledge of employment qualifications and the ability to fill out a form.

Materials: The application form found in your workbook.

ACTIVITY

You are going to show how well qualified you are for a job in Social and Economic Services.

1. Using the application form, apply for a job in Social and Economic Services.
2. Select a job title in which you are interested.
3. Fill out the application completely, using information from the MOG.

How will I know I've done it correctly? . . . I will turn in my completed application for review by my teacher. If possible I will show the completed application to a professional worker in Social and Economic Services to see if I could be hired!

Activity 3

Do not write on this form.

Objective: To review and recall essential information in this MOG.

Materials: Game board made from poster board, one die, markers, 30 question cards made from 3x5 index cards, 10 chance cards made from 3x5 index cards, and the list of questions.

ACTIVITY

You are going to construct a game which you and some friends can play. By playing the game you can review some of the things you have learned in the Social and Economic Services MOG.

1. Make a game board with at least 30 spaces.
2. Label 5 of the spaces CHANCE.
3. Write each question on one 3x5 index card. The questions are on page 41.
4. Write 10 Chance statements on 3x5 cards. Statements should be like this: " 'A' on Algebra test – go ahead 2 spaces." "Out of gas, missed class – go back one space." "Showed the new student around school – take another turn."
5. On 5 of the spaces write phrases such as "school holiday, – go ahead one space. "Lost library book – go back 2 spaces." "Didn't finish term paper – lose 1 turn."

The game is played this way:

1. The first player takes the top card and tries to answer the question. If the answer is correct, he rolls the die and moves his piece the indicated number of spaces.
2. The player whose turn is next can challenge any answer. If it is a correct challenge and he can supply the proper answer, he has an extra turn. If it is an incorrect challenge or he too gives a wrong answer, he misses his turn.
3. Play moves clockwise and the first player to reach "Finish" is the winner.
4. The answer sheet is held by a neutral player who tells whether answers are right or wrong.

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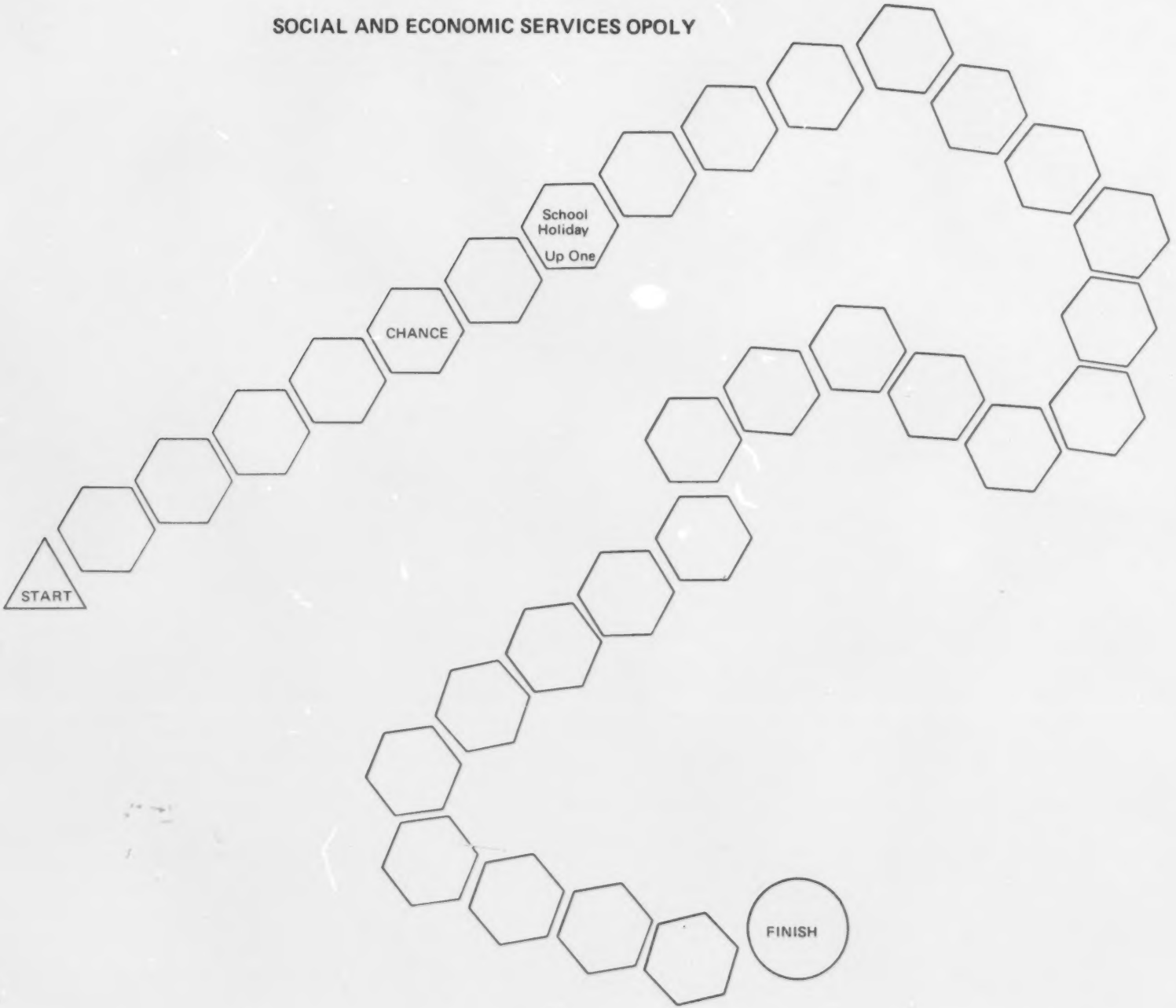
SOCIAL AND ECONOMIC SERVICES OPOLY



GAME QUESTIONS

1. Name the 4 major job families in Social and Economic Services. _____ _____ _____ _____
2. Workers in Social and Economic Services aid families in solving problems. **True** **False**
3. What is the major function of the Counseling job family?
4. What is the major job function of the Assistance job family?
5. What is the major job function of the Rehabilitation job family?
6. What is the major job function of the Employment job family?
7. The three basic methods of social and economic practice are _____, _____ and _____
8. Identifies needs, aids in understanding problems, aids in securing the needed services. This describes _____ practice.
9. Help clients understand self and others, to work with others, plan and conduct helping activities. This describes _____ in social and economic services.
10. Plan and develop neighborhood services, coordinate existing services, and organize fund raising.
11. Describe the basic function of Family Service workers.
12. Describe the basic function of Education workers.
13. Describe the basic function of Child Welfare workers.
14. Describe the basic function of Health workers.
15. Describe the basic function of Mental Health workers.
16. A Social and Economic Services Worker often uses all three methods – case work, group work, and community work – to help clients. **True** **False**
17. A social worker does not need to have professional training. **True** **False**

18. People who come to Social and Economic Services workers for help usually have more than one serious problem. **True** **False**

19. Social and Economic Services is growing each year by about 6%.

20. State one reason why there is a shortage of well-qualified workers in social and economic services.

21. Name 2 government programs which help people become employed.

22. It is still generally true that a _____ degree in social welfare is the minimum educational requirement for beginning jobs in Social and Economic Services.

23. Why are there more jobs now for high school graduates in Social Welfare than there have been in the past?

24. Name the 4 entry level positions available in Georgia.

25. Entry level refers to jobs which are available to the _____ graduate.

26. Professional level case and group workers often are required to have a _____ degree in social work.

27. Very often, persons with 2 years of college and experience in working with people can work in community social work organizations.

28. In pre-professional social work a degree is more important than attitudes, values, and willingness to work. **True** **False**

29. Name 3 personal qualifications which a worker in social and economic services should possess.

30. Since workers in Social and Economic Services must deal with many types of people it is important for them to be able to have some special abilities which make their working with and for others most effective. Name 3 of these abilities.

Activity 4

Do not write on this form.

Objective: I will visit sites at which the MOG being studied can be observed.

Materials: Field trip questions, field trip evaluation form.

ACTIVITY

This activity is in two parts. Part 1 – The "Field Trip Questions" form is to be completed before you go on the field trip planned for this MOG. Part 2 – The "Field Trip Evaluation" form is to be completed after you return from the trip.

1. Fill out the "Field Trip Questions" form.
2. Your teacher will check your form. This will help in planning, the trip so that all of the students can see some things of interest.
3. After the trip, fill out the "Field Trip Evaluation" form.

How will I know I've done it correctly? . . . I will turn in the field trip forms to my teacher.

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FIELD TRIP QUESTIONS

1. Place to be visited _____

2. I would like to see the following jobs

   _____ _____

   _____ _____

   _____ _____

3. I would like to talk to the following types of workers

   _____ _____ _____

4. I would like to know the following about:

   Salary _____

   Working Conditions (where workers work) _____

   Hours _____

   Educational Requirements _____

   Skills needed _____

   Equipment used (if any) _____

   Job mobility (advancement) _____ _____

   Things I can do now to prepare for this job _____

   What the workers actually do _____

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FIELD TRIP EVALUATION

Name _____

Date of Trip _____ Place _____

Special job observed _____

MOG being studied _____

1. In general, did you enjoy the visit? Yes _____ No _____
   If no, explain briefly _____
   _____

2. Did the trip help you better understand the Major Occupational Group which you are studying? Yes __ No__
   Why _____
   _____

3. a. What jobs in the Major Occupational Group did you see being performed?
   _____

   b. Which of these jobs, if any, would you like to have?
   _____

   c. What did you find out about the requirements for jobs in the MOG?
   _____

   d. What did you find out about the kind of work (duties and type of work) done by people in this MOG?
   _____
   _____

4. Additional comments about this trip. _____
   _____

5. Write a two paragraph description of a typical day of a worker.